

# Account n°3

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## Objectives

- ◆ Thibaut: Better conciliate my professional project and my sustainable learning project: being more implied.
- ◆ Audrey: Finish what I had planned to do, without botching it up
- ◆ Both of us : evaluate our level in CAE reading test

## Activity / Evaluation

We picked some exercises from the reading test. We tried to time each part to fill our indicators, but it was quite annoying. So we dropped it because we wanted to do the test without being disturbed by the indicators. Concerning English learning, Audrey has to work on the worlds' slight differences and the understanding of the text's tone. Thibaut has to improve his understanding of text architecture. We found the CAE exercises very subjective.

Concerning the planned work:

- ◆ AUDREY: I have finished filling each section of my Fado researches. There's still some place to complete it with some new information. I have found a Portuguese poem of Eufrazio Felipe for the lyrics of my fado song. Then I have searched some chords to put on, remembering the most played chords during a concert.
- ◆ THIBAUT: I have selected several patents and Engineering Techniques documents. I have compared two printing methods (Laser engraving and Laser deposit) that could match with the future confectionery activity. I realised that the database's architecture I build isn't appropriate to comparisons. I'm editing a special article about it.

## Feelings

AUDREY:

I'm quite satisfied because I succeeded in following my planning in a personal work. This is the first time; usually I can finish my work in time only for others. I have learned things about Fado, to check it, I took some fast notes then some days later thanks to them I try to write my summary remembering. To remember the vocabulary, I just write the English words and each week read it to see if I remember the translation. It works quite well because after checking it three times the words stay in my mind.

I have now to find a way to better understand the English subtlety.

The motivation is still here to work on the music subjects because it really interests me. However I need to be careful with the English learning in order that it is sustainable. I have noticed that I better remember the vocabulary learning lyrics and writing. The video is a good support for language understanding. Moreover, motivation is a key for me to focus on a planning because to be organized isn't a problem for me. To do the planning is the most difficult because I don't like to project myself in the future, I prefer to keep opportunities. However, once the planning is done, I can follow it quite easily if I'm self-motivated.

**THIBAUT** I still feel uncomfortable with the time, especially the time repartition between sustainable learning project and intrapreneurship. Until my mission officially starts in February, my job is to make people collaborate, to manage information and to check administrative and financial dimensions. I wonder if it could be a Sustainable learning project, as we are creating knowledge in order to use it and to develop an activity based on this future knowledge. To me, the only missing point is the English aspect, but it's a big project that could match with your project constraints, we will talk about that next time.

Concerning my ability to deepen a subject, I discovered that I'm interested in a quite legal document: the patent. I found several ones about confectionery and the system or technology presented are sometimes interesting to improve my ideas. I don't know how to check the deepening value, but I achieve to do it according to my feelings.

## Conclusion

We have different language abilities to improve and also different ways to manage our project. The stake for Audrey is to stand fast; the stake for Thibaut is to clarify the difference between his two projects.

## Question

*Is the archiving method important for sustainable learning?*

*Is the formalism a brake to learning process?*